

Spring 2-1-2016

## SOCI 538.01: Seminar in Victimology

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### Recommended Citation

Bunch, Jackson M., "SOCI 538.01: Seminar in Victimology" (2016). *Syllabi*. 7263.  
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# VICTIMOLOGY – SOCI 538

Spring 2016

Tuesday & Thursday, 11:10 am – 12:30 pm, Social Sciences 330/338

## INSTRUCTOR

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Office Hours: Wednesday, 11:00 am – Noon (and by appointment)

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## COURSE DESCRIPTION

In this course, we will survey the field of victimology, which is the study of victims of crime. We will address the extent of victimization in the U.S., considering both violent victimization—such as sexual assault—and property victimization—such as identity theft. We will examine the dominant theoretical explanations for victimization, and we will discuss the causes and consequences of victimization, including the behavioral and psychological reactions to being a victim of crime. We will examine victimization in a wide range of contexts, from intimate relationships to work and school. We will read about a wide range of victims, as well, from children to college students, from the elderly to prison inmates. Finally, we will address emerging issues in the field, including hate crimes, human trafficking, and terrorism.

## COURSE OBJECTIVES

- Students will gain a firm understanding of the major issues in victimology.
- Students will read original research in the field.
- Students will develop comprehension skills by identifying key concepts from the readings.
- Students will enhance oral communication skills through active participation in class discussion.
- Students will gain experience leading a class by facilitating discussion on the articles.
- Students will develop writing skills by (1) writing focused summaries of the assigned readings, (2) writing a paper critically examining issues in the field of victimology, and (3) writing a literature review on a particular aspect of victimology.

## REQUIRED READINGS

Daigle, L. E., & Muftic, L. R. (2016). *Victimology*. Thousand Oaks, CA: Sage Publications.

We will also have a wide range of additional readings. These articles are intended to expose you to recent criminological research on victimization. You can access these articles through our course website on Moodle.

## COURSE REQUIREMENTS

### Attendance

Attendance is required for this course. You are expected to arrive on time and stay for the entire class. If you will be absent due to an unforeseen emergency, it is courteous to notify the professor in advance.

### Summaries

In addition to the textbook, we will have a large number of additional readings associated with each topic. Every day, you will turn in a summary for one of these additional readings (if we have more than one additional reading, then you may select one to summarize). These summaries will each be between  $\frac{3}{4}$  to 1 single-spaced pages long and typed (Times New Roman, 12 point font, 1 inch margins). At the top of the page, include the citation for the article in ASA or APA style. Summaries are due within the first five minutes of class on the day that we discuss the reading. In order to account for

unexpected emergencies, absences, or poor performance, I will drop the 4 lowest summary grades. Summaries should identify the main points and arguments presented in the reading, along with any findings and implications. Each summary will be scored on a 2-point scale. You will earn 2 points if your summary shows excellent understanding of the reading and 1 point for limited or poor understanding. The summaries will be graded on both form and content.

### Paper

You will complete a paper over the course of the semester. This paper will be 6 to 7 typed pages, not including cover page or references (Times New Roman, 12 point font, 1 inch margins, & double spaced). This paper will address particular issues in the field of victimology. I will provide detailed instructions for the paper separately. The paper is due at the beginning of class. Papers turned in after the beginning of class will be deducted one letter grade. Papers received after class but before the end of the day (5:00 pm) will receive a maximum of half credit. Papers will not be accepted after this point.

### Class Participation

This is a seminar course, so participation is vital to the class experience. There will be limited lecture when introducing a weekly topic, but the class will consist primarily of discussion of the readings. Therefore, it is of the utmost importance that you come to class having read and prepared to actively participate in the discussion. I do not round up course grades. However, if a student's contributions to the class discussion consistently demonstrate a strong understanding of the material, I will consider rounding a marginal course grade up to the next letter grade.

### Class Facilitation

On Thursdays, when we discuss the additional readings for the weekly topic, a graduate student will be responsible for leading the discussion. This is intended to give you experience leading a class. You will each facilitate 4 class discussions. In order to account for improvement, the later facilitation will be weighted somewhat more heavily.

### Literature Review

You will complete a literature review on a particular aspect of victimology that you find interesting. This paper will be 9 to 11 typed pages, not including cover page or references (Times New Roman, 12 point font, 1 inch margins, & double spaced). The topic may be something that we have covered in class, but you must move well beyond the material that we discussed. Alternately, you may research a topic that we did not discuss in class. I will provide detailed instructions for the literature review separately. Be prepared to submit your topic by the 6<sup>th</sup> week of class.

### Presentation of Research

During the final week of class, the graduate students will present their literature reviews to the class. These presentations will be 15 to 20 minutes long, plus a short Q&A in which the presenter will field questions from the class.

## **CLASSROOM COURTESY**

You should be aware that we will discuss a number of subjects that you may find controversial. In all of our class discussions, you will be expected to be respectful toward your classmates, despite any disagreement you may have with a classmate's ideas. In this way, we will foster an atmosphere in which each student feels comfortable presenting his or her thoughts, as well as critiquing the arguments presented by others. You should not worry that your grade will be affected if you express opinions different from what you perceive my opinions to be. Instead, focus upon using evidence and logic to present your own arguments and in critiquing the arguments of others. In following these ground rules, I expect our discussion to be lively, interesting, and intellectually challenging.

Please plan to arrive on time for all class sessions and to stay for the entire class. If you **must** arrive late or leave early, please notify me in advance and sit near the door so as not to disturb your classmates. Cell phones should be turned off before entering the classroom. When class begins, please put away all other materials. Laptops may not be used unless you have a documented disability that requires the use of a laptop, as these devices are distracting for other students. Finally, wait until the end of class before putting away your books.

## ACADEMIC HONESTY

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A couple of examples of academic dishonesty are copying from another student's article summaries or presenting another's work as your own in a paper. Ensure that all resources utilized in your papers are appropriately cited. Please note that students who assist other students in academically dishonest acts are in violation of the policy of academic honesty. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code. A full version is available at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

## COURSE GRADE

Your grade in this course will be calculated based on the total number of points earned throughout the semester.

### Graded Items

Grades for the course will be based on the following items:

Summaries (18 out of 22)	15%
Paper	20%
Facilitation (4)	15%
Literature Review	40%
Presentation	10%
<b>Total</b>	<b>100%</b>

### Final Grade

Final grades for the course are based on the following scale. Please note that course grades are not rounded up to the next letter grade.

Letter Grade	Number Grade
A	93 to 100
A-	90 to 92
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D+	67 to 69
D	63 to 66
D-	60 to 62
F	59 and below

# COURSE SCHEDULE

## WEEK 1: INTRODUCTION TO VICTIMOLOGY

### January 26

Introduction & Orientation for the Course

### January 28

Daigle, Chapter 1

Eigenberg, H., & Garland, T. (2008). Victim blaming. In Moriarty, L. J. (Ed.), *Controversies in victimology* (2<sup>nd</sup> ed.) (pp. 21-36). LexisNexis: Newark, NJ.

## WEEK 2: EXTENT, THEORIES, AND FACTORS OF VICTIMIZATION

### February 2

Daigle, Chapter 2

Schreck, C. J., & Fisher, B. S. (2004). Specifying the influence of family and peers on violent victimization: Extending routine activities and lifestyles theories. *Journal of Interpersonal Violence, 19*, 1021-1041.

### February 4

Clodfelter, T. A., Turner, M. G., Hartmen, J. L., & Kuhns, J. B. (2010). Sexual harassment victimization during emerging adulthood: A test of routine activities theory and a general theory of crime. *Crime & Delinquency, 56*, 455-481.

Taylor, T. J., Peterson, D., Esbensen, F., & Freng, A. (2007). Gang membership as a risk factor for adolescent violent victimization. *Journal of Research in Crime and Delinquency, 44*, 351-380.

## WEEK 3: THE VICTIM-OFFENDER OVERLAP

### February 9

Daigle, Chapter 3

Turanovic, J. J., & Pratt, T. C. (2013). The consequences of maladaptive coping: Integrating general strain and self-control theories to specify a causal pathway between victimization and offending. *Journal of Quantitative Criminology, 29*, 321-345.

### February 11 (Skye facilitates class discussion)

Papachristos, A. V., Braga, A. A., Piza, E., & Grossman, L. S. (2015). The company you keep? The spillover effects of gang membership on individual gunshot victimization in a co-offending network. *Criminology, 53*, 624-649.

**Additional article TBA**

## **WEEK 4: CONSEQUENCES OF VICTIMIZATION**

### **February 16**

Daigle, Chapter 4

Bunch, J., Clay-Warner, J., & McMahon-Howard, J. (2014). The effects of victimization on routine activities.” *Criminal Justice and Behavior*, *41*, 575-593.

### **February 18**

Xie, M., & McDowall, D. (2014). Impact of victimization on residential mobility: Explaining racial and ethnic patterns using the National Crime Victimization Survey. *Criminology*, *52*, 553-587.

Jaques, S., & Wright, R. (2008). The victimization-termination link. *Criminology*, *46*, 1009-1038.

## **WEEK 5: RECURRING VICTIMIZATION**

### **February 23**

Daigle, Chapter 5

Casey, E. A., & Nurius, P. S. (2005). Trauma exposure and sexual revictimization risk. *Violence Against Women*, *11*, 505-530.

### **February 25 (Skye facilitates class discussion)**

Schreck, C. J., Stewart, E. A., & Fisher, B. S. (2006). Self-control, victimization, and their influence on risky lifestyles: A longitudinal analysis using panel data. *Journal of Quantitative Criminology*, *22*, 319-340.

Turanovic, J. J., & Pratt, T. C. (2014). “Can’t stop, won’t stop”: Self-control, risky lifestyles, and repeat victimization. *Journal of Quantitative Criminology*, *30*, 29-56.

## **WEEK 6: HOMICIDE VICTIMIZATION**

### **March 1**

Daigle, Chapter 7

Muftic, L. R., & Hunt, D. E. (2013). Victim precipitation: Further understanding the linkage between victimization and offending in homicide. *Homicide Studies*, *17*, 239-254.

### **March 3 (Tessa facilitates class discussion)**

**Readings TBA;** Literature Review Topic Due

## **WEEK 7: SEXUAL VICTIMIZATION**

### **March 8**

Daigle, Chapter 8

Campbell, R., Patterson, D., & Lichty, L. F. (2005). The effectiveness of sexual assault nurse examiner (SANE) programs: A review of psychological, medical, legal, and community outcomes. *Trauma, Violence, & Abuse*, *6*, 313-329.

### **March 10 (Skye facilitates class discussion)**

- Abbey, A. (2002). Alcohol-related sexual assault: A common problem among college students. *Journal of Studies on Alcohol, Supplement, 14*, 118-128.
- Fisher, B. S., Daigle, L. E., & Cullen, F. T. (2010). What distinguishes single from recurrent sexual victims? The role of lifestyle-routine activities and first-incident characteristics. *Justice Quarterly, 27*, 102-129.
- Shepherd, J. (2002). Reflections on a rape trial: The role of rape myths and jury selection in the outcome of a trial. *Affilia, 17*, 69-92.

## **WEEK 8: INTIMATE PARTNER VIOLENCE**

### **March 15**

Daigle, Chapter 9

- Johnson, M. P. (2006). Conflict and control: Gender symmetry and asymmetry in domestic violence. *Violence Against Women, 12*, 1003-1018.

### **March 17 (Tessa facilitates class discussion)**

- Carbone-Lopez, K., & Kruttschnitt. (2010). Risky relationships? Assortative mating and women's experiences of intimate partner violence. *Crime & Delinquency, 56*, 358-384.
- Fischer, K., & Rose, M. (1995). When "enough is enough": Battered women's decision making around court orders of protection. *Crime & Delinquency, 41*, 414-429.
- Xie, M, Lauritsen, J. L., & Heimer, K. (2012). Intimate partner violence in the U.S. metropolitan areas: The contextual influences of police and social services. *Criminology, 50*, 961-992.

## **WEEK 9: WRITING WEEK**

### **March 22**

No Class: Use this time to work on your paper. I will be available during our class time to discuss your paper.

### **March 24**

Paper Due (First Draft)

## **WEEK 10: VICTIMIZATION AT THE BEGINNING & END OF LIFE: CHILD AND ELDER ABUSE**

### **March 29**

Daigle, Chapter 10

- Gomez, A. M. (2011). Testing the cycle of violence hypothesis: Child abuse and adolescent dating violence as predictors of intimate partner violence in young adulthood. *Youth & Society, 43*, 171-192.

**March 31 (Skye facilitates class discussion)**

Bachman, R., & Meloy, M. L. (2008). The epidemiology of violence against the elderly: Implications for primary and secondary prevention. *Journal of Contemporary Criminal Justice*, 24, 186-197.

Guterman, N. B., & Lee, Y. (2005). The role of fathers in risk for physical child abuse and neglect: Possible pathways and unanswered questions. *Child Maltreatment*, 10, 136-149.

Hollist, D. R., Hughes, L. A., & Schaible, L. M. (2009). Adolescent maltreatment, negative emotion, and delinquency: An assessment of general strain theory and family-based strain. *Journal of Criminal Justice*, 37, 379-387.

**WEEK 11: SPRING BREAK**

**April 5**

No Class

**April 7**

No Class

**WEEK 12: VICTIMIZATION OF SPECIAL POPULATIONS**

**April 11**

Daigle, Chapter 11

Silver, E. (2002). Mental disorder and violent victimization: The mediating role of involvement in conflicted social relationships. *Criminology*, 40, 191-212.

**April 14 (Tessa facilitates class discussion)**

Brownbridge, D. A. (2006). Partner violence against women with disabilities: Prevalence, risk, and explanations. *Violence Against Women*, 12, 805-822.

Wolf, N., Shi, J., & Siegel, J. A. (2009). Patterns of victimization among male and female inmates: Evidence of an enduring legacy. *Violence and Victims*, 24, 469-484.

**WEEK 13: VICTIMIZATION AT SCHOOL AND WORK**

**April 19**

Daigle, Chapter 12

Hay, C., Meldrum, R., & Mann, K. (2010). Traditional bullying, cyber bullying, and deviance: A general strain theory approach. *Journal of Contemporary Criminal Justice*, 26, 130-147.

**April 21 (Tessa facilitates class discussion)**

Lord, V. B. (1998). Characteristics of violence in state government. *Journal of Interpersonal Violence, 13*, 489-503.

O'Leary-Kelly, A. M., Bowes-Sperry, L., Bates, C. A., & Lean, E. R. (2009). Sexual harassment at work: A decade (plus) of progress. *Journal of Management, 35*, 503-536.

Wilcox, P., Jordan, C. E., & Pritchard, A. J. (2007). A multidimensional examination of campus safety: Victimization, perceptions of danger, worry about crime, and precautionary behavior among college women in the post-Clery era. *Crime & Delinquency, 53*, 219-254.

**WEEK 14: PROPERTY AND IDENTITY THEFT VICTIMIZATION**

**April 26**

Daigle, Chapter 13

Pratt, T. C., Holtfreter, K., & Reisig, M. D. (2010). Routine online activity and internet fraud targeting: Extending the generality of routine activity theory. *Journal of Research in Crime and Delinquency, 47*, 267-296.

**April 28**

Addington, L. A., & Rennison, C. M. (2015). Keeping the barbarians outside the gate? Comparing burglary victimization in gated and non-gated communities. *Justice Quarterly, 32*, 168-192.

Hirschfield, A., Newton, A., & Rogerson, M. (2010). Linking burglary and target hardening at the property level: New insights into victimization and burglary protection. *Criminal Justice Policy Review, 21*, 319-337.

Levy, M. P., & Tartaro, C. (2010). Auto theft: A site-survey and analysis of environmental crime factors in Atlantic City, NJ. *Security Journal, 23*, 75-94.

**WEEK 15: CONCLUSION**

**May 3**

Research Presentations

**May 5**

Literature Review Due

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